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ABSTRACT

This report provides data on withdrawal and success rates and grades earned in fall 1995 at the five campuses of Pima Community College (PCC) in Arizona. Following a literature review on national course grades, descriptions are provided of the following: (1) grades and withdrawals for 1980, 1985, 1990, and 1995, indicating that the number of A grades has increased from 28% in 1980 to 32% in 1995; (2) a comparison of grades by PCC campus, indicating that the Community Campus awarded the highest percentage of A's; (3) grades by ethnic group, indicating that 57% of the grades awarded to Anglos/Others were A's and B's, compared to 56% for Asian Americans and 40% for Native Americans; (4) grades by gender, revealing higher success and lower withdrawal rates for females than for males; (5) grades by age group, noting that students over 40 earned the highest percentage of A's at almost 50%; (6) grades by veteran, Pell Grant, day/extended day and occupational/non-occupational status. Appendix A provides six tables showing the number and percent of grades awarded for fall 1991-1995 both district-wide and by campus, while Appendix B provides seven tables on the numbers and percentages of grades awarded in fall 1995 by ethnicity, gender, age, veteran status, Pell Grant status, day/extended day classes, and occupational and non-occupational classes. (ECF)

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Analysis of Fall 1995 Course Grades

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Analysis of Fall 1995 Course Grades

Introduction

This report summarizes Pima Community College's (PCC's) Fall 1995 distribution of course grades. Course grades over the last five years are categorized by campus, ethnicity, and age group. In addition, the tables in the appendices provide a comparative analysis of course grades for the Fall 1995 semester by gender, Veteran status, Pell Grant status, day/extended-day status, and occupational/non-occupational class category.

This report defines "Total Successes" to exclude D grades since they do not transfer to other institutions and do not count toward graduation if they are earned in a core course. Postsecondary institutions have tended to include D grades in the category, "Passing Grades," but exclude the D grades from the "Success Category." The graphs depict the distribution of all grades (A, B, C, P, D, F, I, W, Y) rather than the grouping of grades into two categories, "Successes" and "Withdrawals," used in reporting course grades before 1994. In determining the proportion of specific grades awarded, all grades were counted, including W's and Y's.

Review of the Literature

A review of the literature on course grades revealed several recent national trends. Women are earning higher grades, as measured by GPA and frequency of passing grades, than men. In addition, the GPAs and course passing rates of older students (age greater than 25) consistently have been higher than those of younger ones (Diehl, Office of Institutional Research and Analysis, Prince George's Community College, Course Pass Rates in Fall 1995 EA 96-5 , March, 1996, p. 5).

When compared to Whites/Anglos or Asian American students, African American, Hispanic, and Native American students have lower grades as measured by total GPA (Slark, Pathways of Student Persistence and Performance at RSC. Annual Report ERIC Document, ED370655, 01 May 1994). At Prince George's Community College, the pass rates for Blacks has been consistently lower (range of 72% - 74%) than Whites (range of 80%-81%) over the last five years (Diehl, Office of Institutional Research and Analysis, Prince George's Community College, Course Pass Rates in Fall 1995 EA 96-5 , March, 1996, p. 5). A 1992 study at PCC that included an examination of the

cumulative 4-year GPAs for new-to-higher-education students who entered PCC in Fall 1988, found differences among ethnic groups. The average GPAs were as follow:

Native American - 2.78
African American - 2.56
Asian American - 3.03
Hispanic - 2.69
Anglo/Other - 2.93 (Pima Community College Institutional Research Office, A Longitudinal Study of Minority Student Retention and Transfer Success, March 1993, p. 31).

It should be noted that often the minority student (African American, Hispanic, or Native American) enters postsecondary education with deficiencies in academic skills (Belcher, College Preparatory Instruction Study Results From Legislative Request ERIC Document, ED348112 01 May 1992) and these deficiencies may be leading to the lower grades.

Another variable influencing grading outcomes is the employment status of the instructor. The research suggests that adjunct faculty grade more easily (give more A's and B's) than full time instructors (Fedler "Adjunct Profs Grade Higher Than Faculty at Three Schools" Journalism Education V44, N2, Summer 1989). However, a study done at PCC by Iadevaia found "no differences in student success rates for full- and part-time faculty in general, or for science faculty in particular" (ERIC Document, ED325160, 1991).

A major concern in both the popular press and educational journals is the issue of grade inflation. Has the proportion of A's and B's increased over time and is this increase unwarranted? Farley stated that "grade inflation is a creeping paralysis in our midst, sapping the strength of our academic systems. From 1985 to the present, the percentage of A's granted to students increased steadily, especially in the Arts and Humanities, to the point that, in many colleges, A is the most commonly given grade" (Farley, B. "A" Is for Average: The Grading Crisis in Today's College, ERIC Document, ED384383, 1995, p. 3). One response at the community college level to the meaninglessness of grades is to provide exit testing, in order to demonstrate academic competence. (Farley, B. "A" Is for Average: The Grading Crisis in Today's College, ERIC Document, ED384383, 1995, p. 15).

Van Allen in his commentary on Educational Morality: A Task of Resisting the Economic Corruption of Academic Excellence, (ERIC Document, ED317232, Jan. 1990 p. 8) defined grade inflation as a "rise in grades with an accompanying decline in measured academic achievement in students." He

also noted that:

> the community college system has been able to sustain phenomenal growth and credentialling activity in spite of the academic preparation of incoming students. Using John Ritter's commercial message again, 'The fact that it can happen at all is a miracle'. However, no mystical power is at work; grade inflation is. Inflated grades and the decline in standards the educational malpractice reflects, accounts for the productivity. It explains how the system converts students labeled as deficient, negative, and functionally illiterate into college graduates, even honor students." (ERIC Document, ED317232, Jan. 1990. p. 13).

This negative view about the increasing number of A's and B's also was presented in a local paper's editorial as it looked at the Fall 1993 distribution of course grades at Pima Community College.

In presenting PCC's grade distribution for 1995, we will consider the extent to which the recent pattern of awarding of grades at PCC parallels trends and patterns reported in the literature.

Grades Awarded Over Time

Table 1 presents the distribution of Fall grades for 1980, 1985, 1990, and 1995. It should be noted that In the Fall of 1983, there was a change in the grading options with the elimination of the grade NC (No Credit) and the addition of the letter grades D and F, and the instructor withdrawal (Y grade). Over the last fifteen years, the total number of grades awarded has increased by 17,134 a growth of 29%. During the same period the success rate (the sum of A's, B's, C's and P's awarded divided by the total number of grades awarded) has increased from 63% to 66%. The proportion of A's has increased from 28% in 1980 to 32% in 1995. This pattern parallels what has happened nationally where As have become the most frequent grade. In 1980, when no D's or F's were given, the number of withdrawals (including "No Credit" grades) was 33% of the total grades awarded. This has decreased to 25% over the last fifteen years.

Table 1. Number and Percent of Grades Awarded District Students in Fall Semesters

Grade [a]	1980 N	1980 %	1985 N	1985 %	1990 N	1990 %	1995 N	1995 %
A Superior	16,417	28%	16,805	31%	24,365	31%	24,039	32%
B Above Average	11,609	20%	10,589	19%	15,147	20%	15,327	21%
C Average	7,413	13%	5,947	11%	8,533	11%	8,371	11%
P Pass	1,253	2%	1,604	3%	3,294	4%	1,736	2%
Total Successes [b]	36,692	63%	34,945	64%	51,339	66%	49,473	66%
NC (No Credit)	9,741	17%	NA		NA		NA	
W (Official)	9,512	16%	8,519	15%	9,344	12%	9,271	12%
Y (General)	NA		6,885	13%	10,152	13%	9,897	13%
Total Withdrawals [c]	19,253	33%	15,404	28%	19,496	25%	19,168	25%
D Below Average	NA		1,127	2%	2,014	3%	2,056	3%
F Failure	NA		1,270	2%	2,171	3%	2,541	3%
I Incomplete	2,216	4%	1,996	4%	2,290	3%	1,888	3%
AU Audit	3	<1%	73	<1%	106	<1%	172	<1%
Total Grades	58,164	100%	54,815	100%	77,416	100%	75,298	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = NC's + W's + Y's.

Graph 1 depicts the distribution of grades as a percentage of total grades awarded, for the years 1991 through 1995. The numbers and percentages are presented in Appendix A, Table A1. The distribution of grades awarded district students in fall semesters has been exceptionally consistent over the last five years. The most frequent grade awarded for fall semesters has been an A and the A's have accounted for nearly one-third of all grades awarded. Successes have accounted for two-thirds of the grades, while the withdrawals, the total of W's and Y's, have been one-fourth of all grades awarded. There has been little change in this proportion since 1985.

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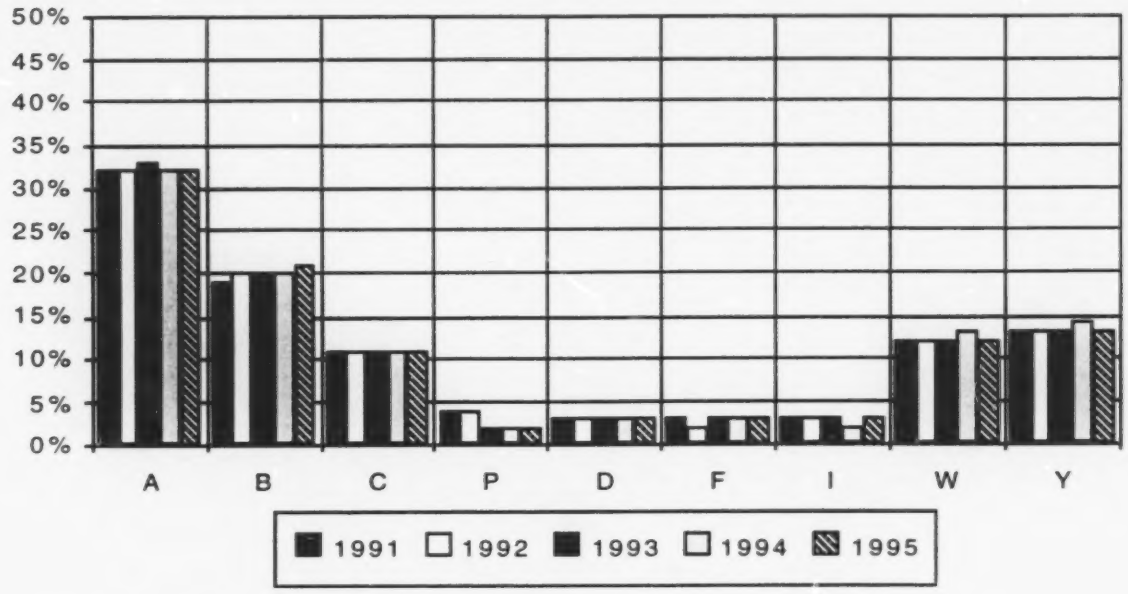
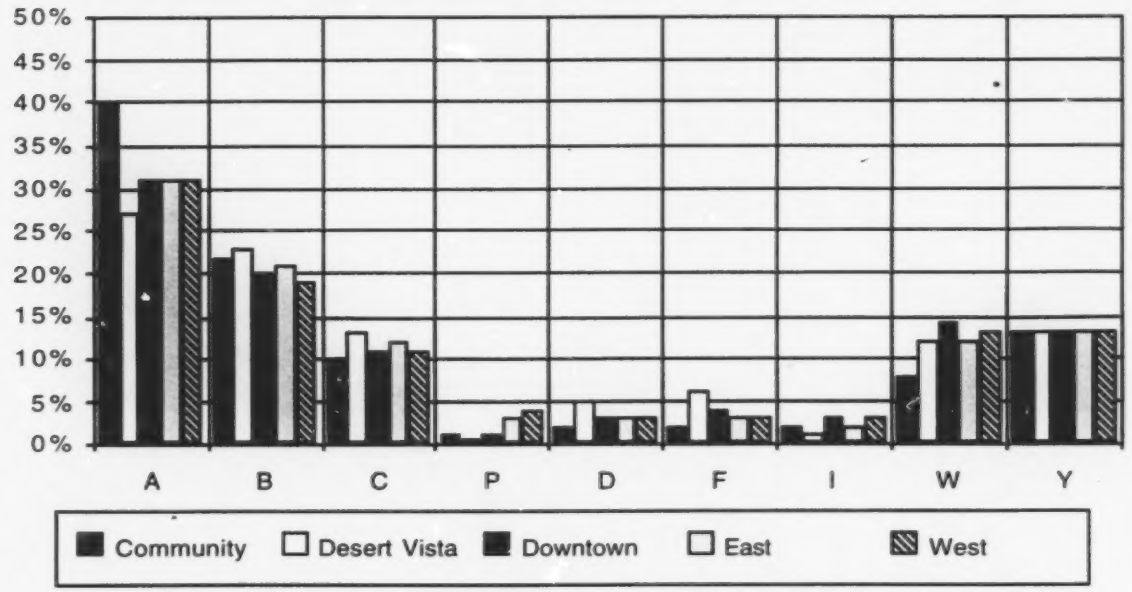
Graph 1. The Distribution of Grades as a Percentage of Total Grades Awarded District Students in Fall Semesters



Comparison of Grades by Campus

Graph 2 depicts the distribution of grades for Fall 1995 for each campus. Appendix A, Tables A2 through A6, displays the grades awarded for fall semesters between 1991 and 1995 for each campus. In 1995, Community Campus, where instruction is primarily handled by adjunct faculty (in Fall 1995, there were two full-time instructional faculty working for Community Campus), awarded a higher percentage of A's (by 9 percent of more) than the other campuses. This may reflect the tendency, as reported in the literature, for adjunct faculty to grade more easily than full-time faculty. On the other hand, it may reflect the fact that the students attending Community Campus classes are older than students at the other campuses (PCC Information Technology Report, IRD618, Fall 1995). Desert Vista Campus had 27% of the grades as A's compared to the 40% at the Community Campus. Two differences between these campuses are that the Desert Vista Campus enrolls proportionately more minority students and proportionately more younger students than does the Community Campus. The literature indicates that minority students receive fewer A's than White/Anglo students and younger students fewer A's than older ones. Downtown, East, and West Campuses have grading patterns that are similar to one another. At each of these campuses, 31% of the grades are A's.

Graph 2. The Distribution of Grades as a Percentage of Total Grades Awarded by Campus in Fall 1995

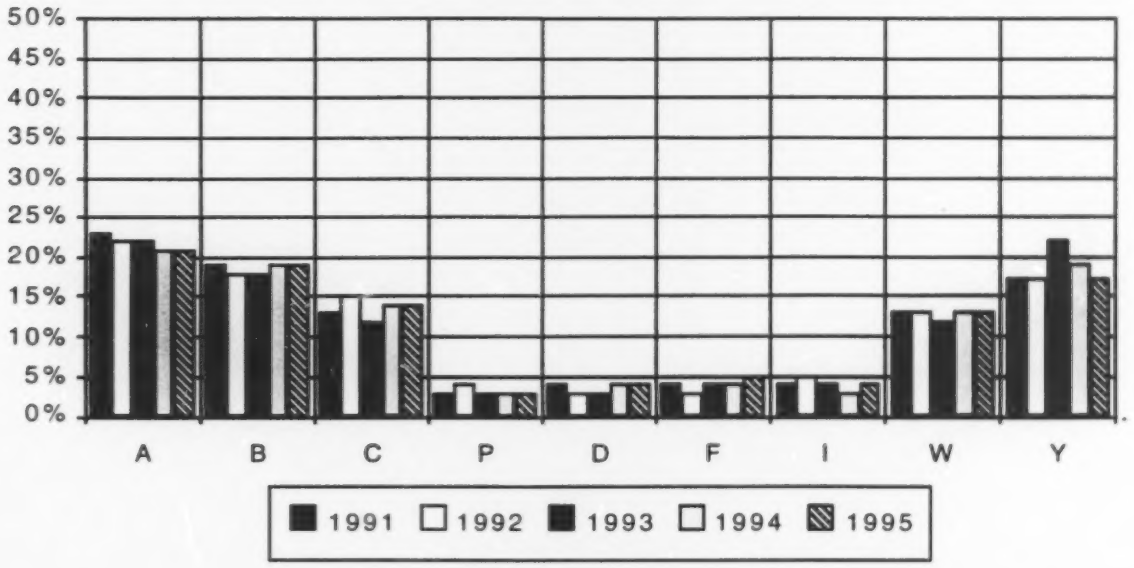


Distribution of Grades by Ethnic Groups

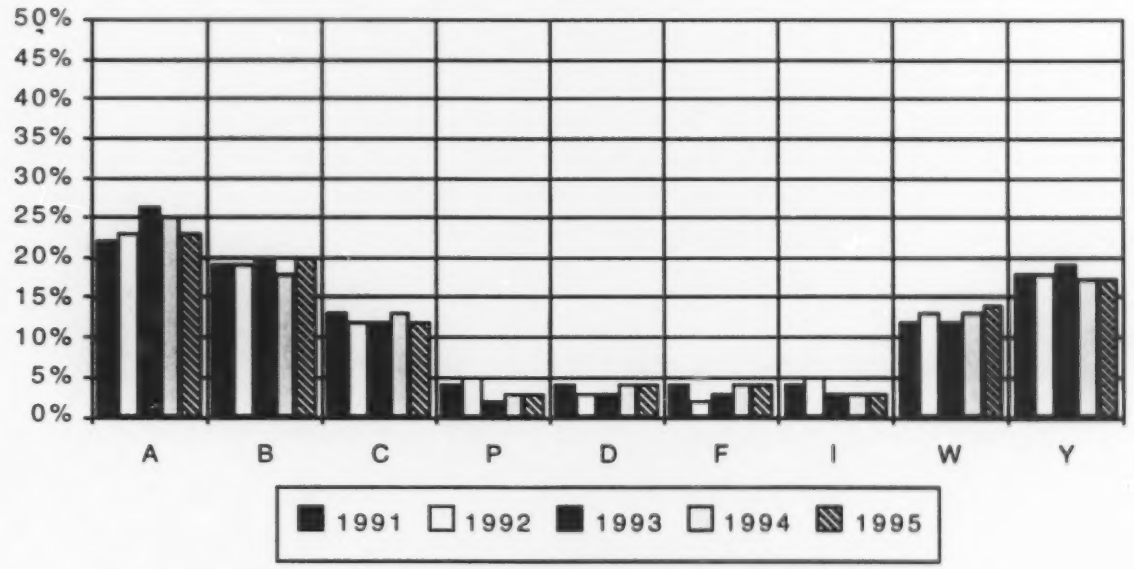
Graphs 3 though 7 present the percentages of letter grades awarded by year for each ethnic group. Table B1, in Appendix B, displays the grade information for Fall 1995 by ethnicity. The distribution of A's and B's vary by group, and substantiate the trends reported nationally. Students who are Native Americans (see Graph 3) tend to earn fewer A's and B's than other students and are more likely to withdraw from classes. Of the 2,494 grades awarded to Native American students in the Fall 1995 semester, the A's and B's accounted for 40% while the W's and Y's for 30%. The pattern is much different for both Anglos/Others (Graph 7) and Asian Americans (Graph 5). Of the 3,074 grades awarded to Asian American students in the Fall 1995 semester, the A's and B's accounted for 56% while the W's and Y's for 22%. The Anglo/Other category had slightly more A's and B's (57% of the total grades awarded) and more withdrawals (24%). Hispanics (Graph 6) and African Americans (Graph 4) had lower grades than the Asian Americans or Anglo/Other as measured by the percentage of total successes or the percentage of A's and B's earned. While A's were the most common grade for African Americans and Hispanics, they representated a smaller proportion of all grades awarded to these groups than of all grades awarded to all students at PCC. In addition, the distribution of W's and Y's for these groups was higher than for the college as a whole. The Asian American students had the

lowest percentage of withdrawals and the highest percentage of successes, as defined as the total of A's, B's, C's, and P's.

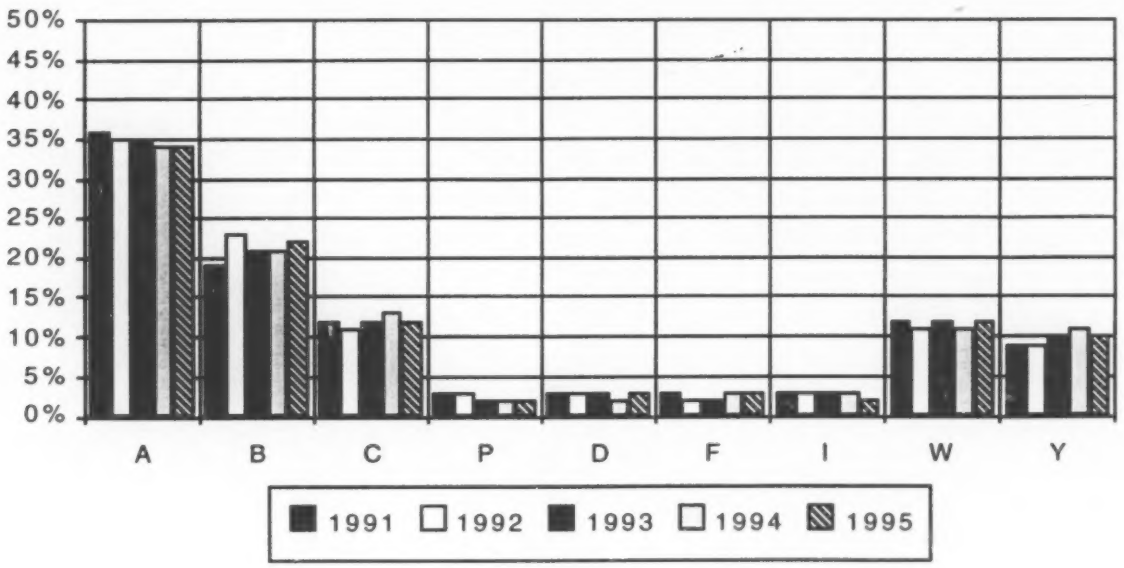
Graph 3. The Distribution of Grades as a Percentage of Total Grades Awarded to Native American Students in Fall Semesters



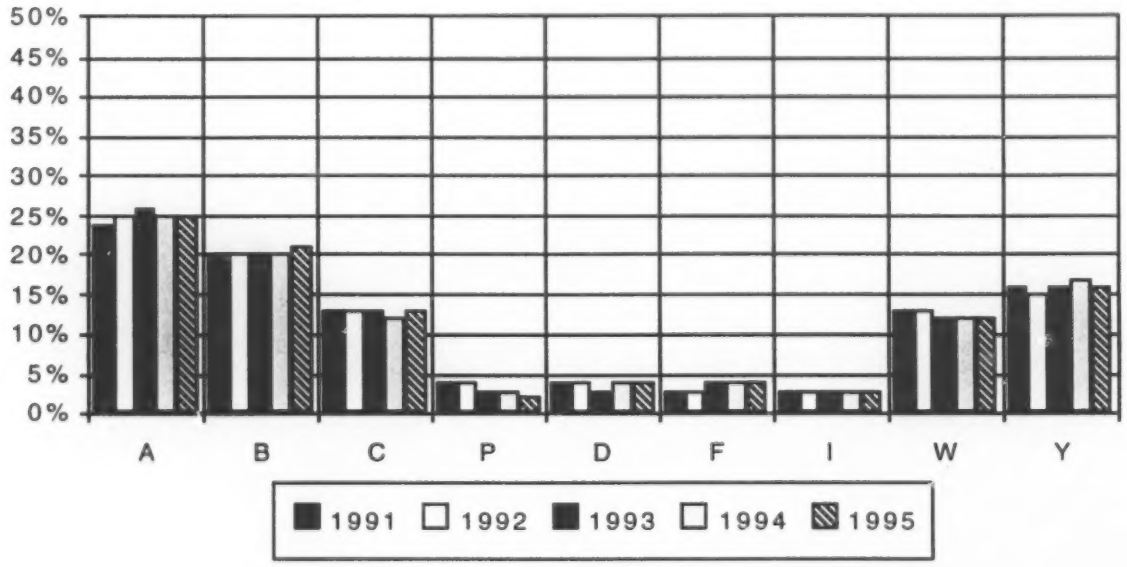
Graph 4. The Distribution of Grades as a Percentage of Total Grades Awarded to African American Students in Fall Semesters



Graph 5. The Distribution of Grades as a Percentage of Total Grades Awarded to Asian American Students in Fall Semesters



Graph 6. The Distribution of Grades as a Percentage of Total Grades Awarded to Hispanic Students in Fall Semesters



Graph 7. The Distribution of Grades as a Percentage of Total Grades Awarded to Anglo/Other Students in Fall Semesters

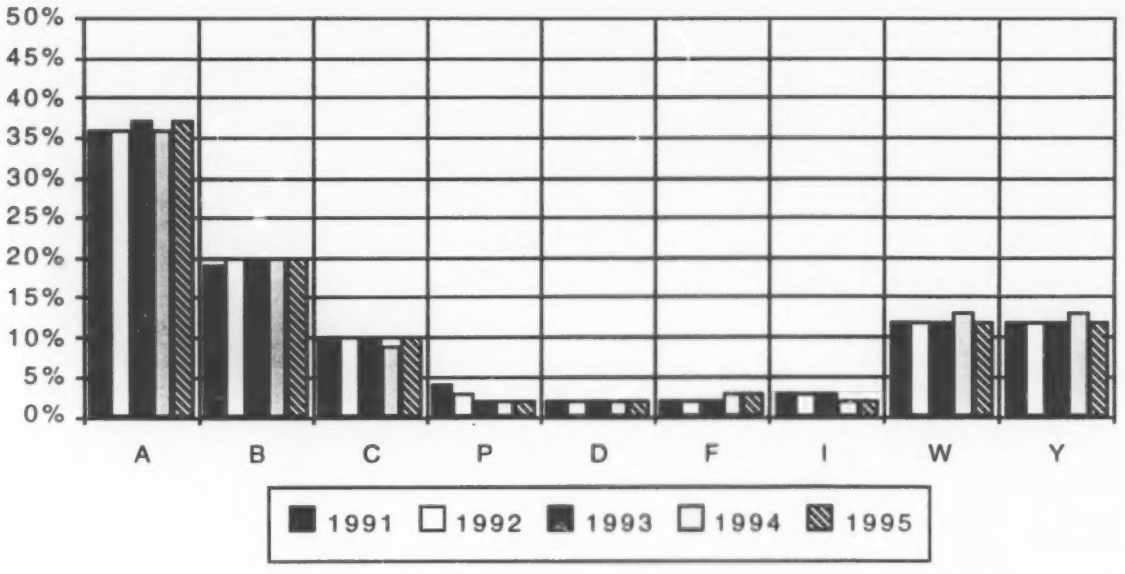


Table B1, in Appendix B, presents the 1995 course grade information for all ethnic groups. The differences noted in Graphs 3 - 7 also appear in the table: Of the ethnic groups, Native American students have the lowest proportion of A's. Asian American students have the lowest proportion of withdrawals and the highest proportion of "Total Successes." The percentage of Y grades was higher for the traditionally underserved minority population, African Americans, Hispanics, and Native Americans. Since academic preparedness was not controlled, the variation in grade distribution may be a reflection of the student's prior academic experience rather than membership in an ethnic grouping.

Distribution of Grades by Gender

Table B2, in Appendix B, compares the grades awarded by gender. Consistent with the literature, at PCC, women are more likely to earn A's and B's (56% of the grades earned by women in Fall 1995 were A's and B's) than men. A's and B's accounted for 48% of the grades awarded to men. Men also had more withdrawals than women as well as more F's.

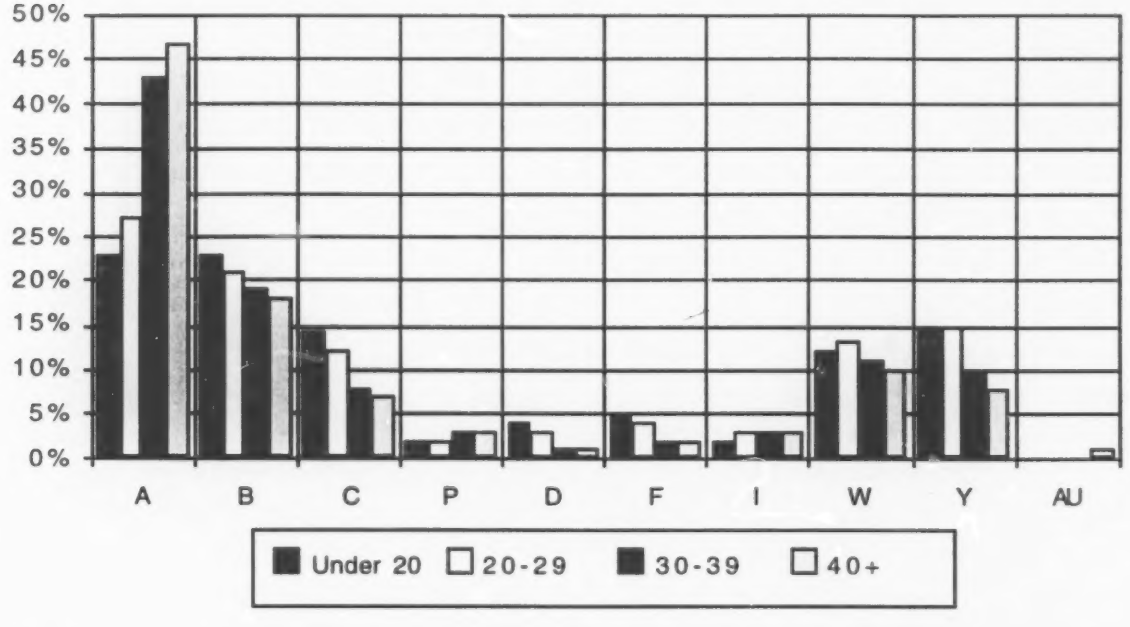
Distribution of Grades by Age Groups

Graph 8 and Table B3 present information on grades by age group. There are four age categories: under 20 years of age, 20-29 years of age, 30-39

years of age, and older than 39 (40 +). In the Fall 1995 distribution of grades awarded, the oldest group of students (40 +) earned the highest proportion of A's, almost 50% of their grades were A's. In fact, two-thirds of the grades for the oldest group of students were A's and B's. The age group of 30-39 years had over 40% of their grades as A's. The youngest students had less than one-quarter of their grades as A's. The proportion of withdrawals reflects the opposite trend: the older you are, the fewer withdrawals.

This pattern of older students having better grades is a national trend. Some researchers ascribe the phenomena to a combination of maturity and life experiences. Regardless of the reason, potential students who are over 30 could be informed that older students tend to do well academically at PCC.

Graph 8. The Distribution of Grades as a Percentage of Total Grades Awarded by age Groups in Fall 1995



Veteran Status, Pell Grant Status, Day/Extended-Day Classes, Occupational/Non-Occupational Classes

Appendix B contains the tables referred to in this section. Table B4 shows that in 1995, veterans had a higher proportion of "Total Successes" than non-veterans (73% vs. 65%). Pell grant recipients and non-recipients (Table B5) had the same proportion (66%) of "Total Successes." Table B6 shows that the proportion of "Total Successes" for students enrolled in extended day classes (70%) was higher than for those in day classes (64%),

but age may be a factor here since older students tend to enroll in extended day classes. Lastly, Table B7 shows the proportion of "Total Successes" for students enrolled in occupational classes (74%) was higher than for students in non-occupational classes (63%).

Implications and Concerns

The overall distribution of grades over the last five years shows that A's are the most frequently awarded grades and account for almost one-third of all grades awarded. This follows the national trend at community colleges of awarding mostly A's and B's. However, the percentages used in this report are based on a denominator that includes the number of withdrawal grades. The proportion of A's and B's goes up dramatically if the 25% of the grades that are W's and Y's are excluded. A's and B's account for 73% of the fall 1995 grades when the W, Y, I, and AU grades are excluded. Using the same exclusions, the A's and B's accounted for 76% of the grades awarded in 1980. While the College may not be experiencing grade inflation since the proportion of A's and B's has actually decreased over the last 15 years, there could be a concern about the very high number of A's and B's that continue to be awarded each fall.

The College may also need to consider the implications of the large number of W's and Y's awarded each fall. Over one-quarter of the grades awarded in fall 1995 indicated that the student did not complete the course. Anecdotal evidence suggests that sometimes students opt for the grades of W's and Y's in lieu of getting a grade lower than a B, or that instructors award a Y to avoid having to award either a D or an F. This situation was also observed by Barbara L. Farley at Ocean County College: "I personally had a student last semester who withdrew rather than receive a B which would reduce her grade point average. Students can repeat courses ad infinitum or until they receive the desired A" (Farley, B. "A" Is for Average: The Grading Crisis in Today's College, ERIC Document, ED384383, 1995, p. 4-5). While the grades of W and Y have no impact on the grade point average (either semester or cumulative), they may impact the measurement of institutional effectiveness and the awarding of financial aid, inasmuch as a student must make satisfactory academic progress to be eligible for various federal aid programs. The descriptive information in this report (the actual distribution of grades awarded) can serve as a starting point for a discussion of the grading system.

Summary/Conclusions

The overall success and withdrawal rates at PCC have remained relatively constant over the past five years. In addition, the percentage of

A's awarded has remained over 30% and represents the most frequent grade awarded. There are group differences. Older students earn proportionately more A's than younger students. Women also earn more A's than men. The differences between ethnic groups support the findings at other institutions: Asian American students and those students who are Anglo/Other have been awarded a higher percentage of A's and B's than students of other backgrounds. Native American students tend to receive fewer A's. There also are differences among campuses. The Community Campus, where most of the instruction is conducted by adjunct faculty and the students are older than those at the other campuses, awarded the highest proportion of A's. Desert Vista Campus, which has the highest proportions of minority and younger students, awarded the lowest proportion of A's.

Appendix A

Table A1. Number and Percent of Grades Awarded District Students in Fall Semesters

Grade [a]	1991		1992		1993		1994		1995	
	N	%	N	%	N	%	N	%	N	%
A Superior	25,993	32%	26,808	32%	25,489	33%	24,380	32%	24,039	32%
B Above Average	15,628	19%	16,338	20%	15,274	20%	15,090	20%	15,327	21%
C Average	8,765	11%	8,911	11%	8,573	11%	8,191	11%	8,371	11%
P Pass	3,264	4%	3,076	4%	1,815	2%	1,879	2%	1,736	2%
Total Successes [b]	53,650	66%	55,133	67%	51,151	66%	49,540	65%	49,473	66%
Withdrawals										
W (Official)	9,844	12%	9,806	12%	9,283	12%	9,525	13%	9,271	12%
Y (General)	10,382	13%	10,631	13%	10,354	13%	10,844	14%	9,897	13%
Total Withdrawals [c]	20,226	25%	20,437	25%	19,637	25%	20,369	27%	19,168	25%
D Below Average	2,003	3%	2,138	3%	1,974	3%	2,035	3%	2,056	3%
F Failure	2,008	3%	1,960	2%	2,104	3%	2,289	3%	2,541	3%
I Incomplete	2,213	3%	2,560	3%	2,091	3%	1,832	2%	1,888	3%
AU Audit	121	<1%	154	<1%	177	<1%	169	<1%	172	<1%
Total Grades	80,221	100%	82,382	100%	77,134	100%	76,234	100%	75,298	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

Table A2. Number and Percent of Grades Awarded Community Campus Students in Fall Semesters

Grade [a]	1991		1992		1993		1994		1995	
	N	%	N	%	N	%	N	%	N	%
A Superior	5,016	36%	5,499	38%	4,033	39%	3,708	37%	4,049	40%
B Above Average	2,877	21%	3,008	21%	2,330	23%	2,254	23%	2,276	22%
C Average	1,397	10%	1,433	10%	1,056	10%	1,083	11%	1,011	10%
P Pass	1,081	8%	691	5%	145	1%	149	2%	139	1%
Total Successes [b]	10,371	75%	10,631	74%	7,564	73%	7,194	73%	7,475	73%
Withdrawals										
W (Official)	1,031	7%	1,144	8%	820	8%	888	9%	812	8%
Y (General)	1,649	12%	1,720	12%	1,363	13%	1,304	13%	1,388	13%
Total Withdrawals [c]	2,680	19%	2,864	20%	2,183	21%	2,192	22%	2,200	21%
D Below Average	260	2%	256	2%	214	2%	203	2%	222	2%
F Failure	123	1%	170	1%	97	1%	137	1%	165	2%
I Incomplete	343	3%	439	3%	260	3%	184	2%	206	2%
AU Audit	18	<1%	22	<1%	25	<1%	12	<1%	18	<1%
Total Grades	13,795	100%	14,382	100%	10,343	100%	9,922	100%	10,286	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

Table A3. Number and Percent of Grades Awarded Desert Vista Campus Students in Fall Semesters

Grade [a]	1991		1992		1993		1994		1995	
	N	%	N	%	N	%	N	%	N	%
A Superior	785	40%	1,043	37%	1,214	32%	1,249	30%	1,066	27%
B Above Average	436	22%	571	20%	772	21%	882	21%	915	23%
C Average	155	8%	276	10%	463	12%	533	13%	540	13%
P Pass	29	2%	78	3%	10	<1%	29	1%	3	<1%
Total Successes [b]	1,405	72%	1,968	70%	2,459	65%	2,693	65%	2,524	63%
Withdrawals										
W (Official)	225	11%	271	10%	441	12%	505	13%	485	12%
Y (General)	228	12%	362	13%	481	13%	626	15%	535	13%
Total Withdrawals [c]	453	23%	633	23%	922	25%	1,131	28%	1,020	25%
D Below Average	36	2%	81	3%	137	4%	150	3%	176	5%
F Failure	41	2%	72	2%	151	4%	139	3%	231	6%
I Incomplete	26	1%	53	2%	53	1%	38	1%	48	1%
AU Audit	1	<1%	11	<1%	16	1%	7	<1%	4	<1%
Total Grades	1,962	100%	2,818	100%	3,738	100%	4,158	100%	4,003	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

Table A4. Number and Percent of Grades Awarded Downtown Campus Students in Fall Semesters

Grade [a]	1991		1992		1993		1994		1995	
	N	%	N	%	N	%	N	%	N	%
A Superior	6,213	30%	6,371	31%	6,377	32%	6,251	30%	6,190	31%
B Above Average	3,927	19%	3,895	19%	3,683	18%	3,847	19%	3,941	20%
C Average	2,249	11%	2,147	10%	2,182	11%	2,054	10%	2,196	11%
P Pass	506	2%	379	2%	256	1%	328	2%	191	1%
Total Successes [b]	12,895	62%	12,792	62%	12,498	62%	12,480	61%	12,518	63%
Withdrawals										
W (Official)	2,928	14%	2,943	14%	2,763	14%	2,930	14%	2,694	14%
Y (General)	3,164	15%	3,098	15%	3,127	15%	3,432	17%	2,630	13%
Total Withdrawals [c]	6,092	29%	6,041	29%	5,890	29%	6,362	31%	5,324	27%
D Below Average	536	3%	626	3%	496	2%	450	2%	495	3%
F Failure	465	2%	429	2%	572	3%	645	3%	758	4%
I Incomplete	721	4%	845	4%	714	4%	665	3%	657	3%
AU Audit	36	<1%	37	<1%	39	<1%	44	<1%	40	<1%
Total Grades	20,745	100%	20,770	100%	20,209	100%	20,646	100%	19,792	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes= A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

Table A5. Number and Percent of Grades Awarded East Campus Students in Fall Semesters

Grade [a]		1991		1992		1993		1994		1995	
		N	%	N	%	N	%	N	%	N	%
A	Superior	3,801	33%	3,450	31%	3,633	33%	3,509	32%	3,347	31%
B	Above Average	2,242	20%	2,428	22%	2,139	20%	2,174	20%	2,323	21%
C	Average	1,283	11%	1,323	12%	1,244	12%	1,251	11%	1,262	12%
P	Pass	428	4%	334	3%	254	2%	313	3%	311	3%
Total Successes [b]		7,754	68%	7,535	68%	7,270	67%	7,247	66%	7,243	67%
Withdrawals											
W	(Official)	1,338	12%	1,202	11%	1,358	13%	1,362	12%	1,335	12%
Y	(General)	1,403	12%	1,481	14%	1,427	13%	1,572	14%	1,413	13%
Total Withdrawals [c]		2,741	24%	2,683	25%	2,785	26%	2,934	26%	2,748	25%
D	Below Average	298	3%	328	3%	283	3%	327	3%	332	3%
F	Failure	293	2%	246	2%	270	2%	274	3%	370	3%
I	Incomplete	296	3%	242	2%	237	2%	201	2%	185	2%
AU	Audit	15	<1%	13	<1%	16	<1%	19	<1%	17	<1%
Total Grades		11,397	100%	11,047	100%	10,861	100%	11,002	100%	10,895	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

Table A6. Number and Percent of Grades Awarded West Campus Students in Fall Semesters

Grade [a]	1991		1992		1993		1994		1995	
	N	%	N	%	N	%	N	%	N	%
A Superior	10,178	31%	10,445	31%	10,232	32%	9,663	32%	9,387	31%
B Above Average	6,146	19%	6,436	19%	6,350	20%	5,933	19%	5,872	19%
C Average	3,681	11%	3,732	11%	3,628	11%	3,270	11%	3,362	11%
P Pass	1,220	4%	1,594	5%	1,150	3%	1,060	3%	1,092	4%
Total Successes [b]	21,225	65%	22,207	66%	21,360	66%	19,926	65%	19,713	65%
Withdrawals										
W (Official)	4,322	14%	4,246	13%	3,901	12%	3,840	13%	3,945	13%
Y (General)	3,938	12%	3,970	12%	3,956	13%	3,910	13%	3,931	13%
Total Withdrawals [c]	8,260	26%	8,216	25%	7,857	25%	7,750	26%	7,876	26%
D Below Average	873	3%	847	3%	844	3%	905	3%	831	3%
F Failure	1,086	3%	1,043	3%	1,014	3%	1,094	4%	1,017	3%
I Incomplete	827	3%	981	3%	827	3%	744	2%	762	3%
AU Audit	51	<1%	71	<1%	81	<1%	87	<1%	93	<1%
Total Grades	32,322	100%	33,365	100%	31,983	100%	30,506	100%	30,322	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

Appendix B

Table B1. Number and Percent of Grades Awarded District Students by Ethnicity in Fall 1994

Grade [a]	Asian American		Anglo & Others		Hispanics		African American		Native American	
	N	%	N	%	N	%	N	%	N	%
A Superior	1,032	34%	16,417	37%	5,360	25%	720	23%	510	21%
B Above Average	672	22%	9,105	20%	4,457	21%	614	20%	479	19%
C Average	380	12%	4,462	10%	2,795	13%	392	12%	342	14%
P Pass	60	2%	995	2%	512	2%	91	3%	78	3%
Total Successes [b]	2,144	70%	30,979	69%	13,124	61%	1,817	58%	1,409	57%
Withdrawals										
W (Official)	362	12%	5,460	12%	2,702	12%	434	14%	313	13%
Y (General)	326	10%	5,256	12%	3,356	16%	535	17%	424	17%
Total Withdrawals [c]	688	22%	10,716	24%	6,058	28%	969	31%	737	30%
D Below Average	82	3%	972	2%	781	4%	112	4%	109	4%
F Failure	95	3%	1,248	3%	933	4%	131	4%	134	5%
I Incomplete	60	2%	1,077	2%	571	3%	81	3%	99	4%
AU Audit	5	<1%	132	<1%	27	<1%	2	<1%	6	<1%
Total Grades	3,074	100%	45,124	100%	21,494	100%	3,112	100%	2,494	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

Table B2. Number and Percent of Grades Awarded District Students by Gender in Fall 1994

Grade [a]	Women		Men	
	N	%	N	%
A Superior	14,598	35%	9,441	28%
B Above Average	8,585	21%	6,742	20%
C Average	4,205	10%	4,166	13%
P Pass	1,045	2%	691	2%
Total Successes [b]	28,433	68%	21,040	63%
Withdrawals				
W (Official)	4,779	12%	4,492	14%
Y (General)	5,094	12%	4,803	14%
Total Withdrawals [c]	9,873	24%	9,295	28%
D Below Average	1,038	2%	1,018	3%
F Failure	1,099	3%	1,442	4%
I Incomplete	1,100	3%	788	2%
AU Audit	119	<1%	53	<1%
Total Grades	41,662	100%	33,636	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

Table B3. Number and Percent of Grades Awarded District Students by Age in Fall 1994

Grade [a]	40+ Years		30-39 Years		Under 20 Years		20-29 Years	
	N	%	N	%	N	%	N	%
A Superior	4,597	47%	5,634	43%	3,297	23%	10,482	27%
B Above Average	1,725	18%	2,503	19%	3,204	23%	7,876	21%
C Average	656	7%	1,017	8%	2,012	14%	4,669	12%
P Pass	352	3%	320	3%	314	2%	745	2%
Total Successes [b]	7,330	75%	9,474	73%	8,827	62%	23,772	62%
Withdrawals								
W (Official)	953	10%	1,391	11%	1,714	12%	5,200	13%
Y (General)	820	8%	1,308	10%	2,039	15%	5,710	15%
Total Withdrawals [c]	1,773	18%	2,699	21%	3,753	27%	10,910	28%
D Below Average	114	1%	197	1%	615	4%	1,128	3%
F Failure	166	2%	229	2%	737	5%	1,403	4%
I Incomplete	266	3%	367	3%	254	2%	1,000	3%
AU Audit	100	1%	38	<1%	0	0%	29	<1%
Total Grades	9,749	100%	13,004	100%	14,186	100%	38,242	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

Table B4. Number and Percent of Grades Awarded District Students by Veteran Status in Fall 1994

Grade [a]	Veterans		Non-veterans	
	N	%	N	%
A Superior	1,458	38%	22,581	32%
B Above Average	866	22%	14,461	20%
C Average	452	12%	7,919	11%
P Pass	46	1%	1,690	2%
Total Successes [b]	2,822	73%	46,651	65%
Withdrawals				
W (Official)	418	11%	8,853	12%
Y (General)	327	8%	9,570	14%
Total Withdrawals [c]	745	19%	18,423	26%
D Below Average	94	3%	1,962	3%
F Failure	125	3%	2,416	3%
I Incomplete	82	2%	1,806	3%
AU Audit	1	<1%	171	<1%
Total Grades	3,869	100%	71,429	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

Table B5. Number and Percent of Grades Awarded District Students by Pell Grant Status in Fall 1994

Grade [a]	Pell Grant Students		Non-Pell Students	
	N	%	N	%
A Superior	5,793	30%	18,246	33%
B Above Average	4,042	21%	11,285	20%
C Average	2,273	12%	6,098	11%
P Pass	526	3%	1,210	2%
Total Successes [b]	12,634	66%	36,839	66%
Withdrawals				
W (Official)	2,305	12%	6,966	12%
Y (General)	2,359	13%	7,538	14%
Total Withdrawals [c]	4,664	25%	14,504	26%
D Below Average	581	3%	1,475	3%
F Failure	637	3%	1,904	3%
I Incomplete	578	3%	1,310	2%
AU Audit	11	<1%	161	<1%
Total Grades	19,105	100%	56,193	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

Table B6. Number and Percent of Grades Awarded District Students by Day/Extended-Day Classes in Fall 1994

Grade [a]	Extended-Day Class		Day Class	
	N	%	N	%
A Superior	8,065	37%	15,974	30%
B Above Average	4,423	20%	10,904	20%
C Average	2,281	11%	6,090	11%
P Pass	404	2%	1,332	3%
Total Successes [b]	15,173	70%	34,300	64%
Withdrawals				
W (Official)	2,323	11%	6,948	13%
Y (General)	2,711	12%	7,186	13%
Total Withdrawals [c]	5,034	23%	14,134	26%
D Below Average	465	2%	1,591	3%
F Failure	569	3%	1,972	4%
I Incomplete	441	2%	1,447	3%
AU Audit	84	<1%	88	<1%
Total Grades	21,766	100%	53,532	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

Table B7. Number and Percent of Grades Awarded District Students by Occupational/Non-Occupational Classes in Fall 1995

Grade [a]	Occupational Class		Non-Occupational Class	
	N	%	N	%
A Superior	7,785	41%	16,254	29%
B Above Average	4,064	22%	11,263	20%
C Average	1,712	9%	6,659	12%
P Pass	405	2%	1,331	2%
Total Successes [b]	13,966	74%	35,507	63%
Withdrawals				
W (Official)	1,618	9%	7,653	14%
Y (General)	1,888	10%	8,009	14%
Total Withdrawals [c]	3,506	19%	15,662	28%
D Below Average	344	2%	1,712	3%
F Failure	469	2%	2,072	4%
I Incomplete	578	3%	1,310	2%
AU Audit	48	<1%	124	<1%
Total Grades	18,911	100%	56,387	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's

[c] Total Withdrawals = W's + Y's.